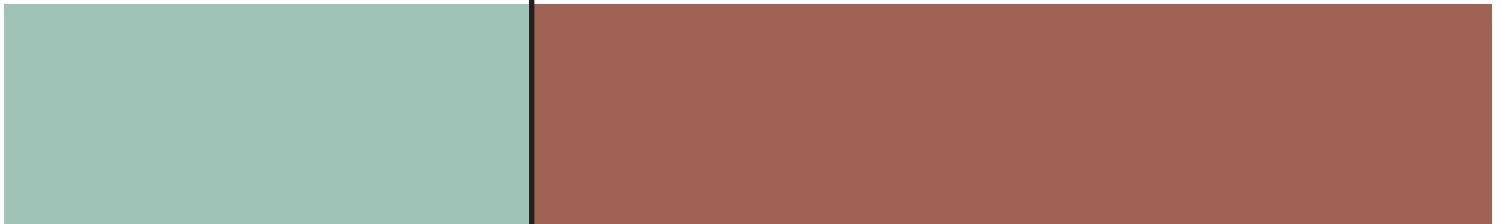


Daa sáwé axá?
What is s/he eating?



Ch'u tlákwídáx
haa dachxán
haa kináa kei wtusinúk.

Aaa.

X'atulitseen.

Tsu kushtuyáx daa sá yaa tushigéiyi át
du jeedéi yatx gatooteeyín
haa dachxánlx siteeyi káa.

— Kaal.átk'

Even from long ago
we have placed our grandchildren
high above ourselves.

Yes.

We cherish them.
Even those things we treasure
we used to offer up to them,
to those who are our grandchildren.

— Charlie Joseph

Daa sáwé axá?

In our last lesson our focus was on changing the subject of verbs without worrying about the object. Now we are going to add an object. We must always keep in mind the structure of a Tlingit verb, which we can think of now as the following:

object subject classifier stem

When using Tlingit verbs, it is important to keep this word order in mind. There will be a few more components that are introduced, and some of these ones will be expanded later, but for now pay close attention to how the objects & subjects change meaning and affects the prefix of the verb in complex yet predictable ways.

| | |
|--------------------|---|
| daa sá axá? | what is s/he eating? |
| | daa + sá + a-Ø-Ø-√xá ¹ what + voice + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat |
| xáat axá. | s/he is eating fish. |
| | xáat + a-Ø-Ø-√xá ¹ fish + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat |
| _____ axá. | s/he is eating ____. |
| | _____ + a-Ø-Ø-√xá ¹ ____ + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat |
| ax _____ axá. | my _____ is eating ____. |
| | ax + (kinship term) + (food) + a-Ø-Ø-√xá ¹ my-(is.p) + (kinship term) + (food) + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat |
| aadóo sá xáat axá? | who is eating fish? |
| | aadóo + sá + xáat + a-Ø-Ø-√xá ¹ who + voice + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat |
| ax éesh xáat axá. | my father is eating fish. |
| | ax + éesh + xáat + a-Ø-Ø-√xá ¹ my-(is.p) + father + fish + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat |

| | |
|----------------|--|
| daa sá eexá? | what are you eating? |
| | daa + sá + Ø-i-Ø-√xá ¹ what + voice + her/him/it-(3.O).you-(2s.S).cl-(-d,Ø,-i).√eat |
| daa sáwé eexá? | what is that you are eating? |
| | daa + sá-wé + Ø-i-Ø-√xá ¹ what + voice.there + her/him/it-(3.O).you-(2s.S).cl-(-d,Ø,-i).√eat |
| xáat xaxá. | i am eating fish. |
| | xáat + Ø-xa-Ø-√xá ¹ fish + her/him/it-(3.O).i-(1s.S).cl-(-d,Ø,-i).√eat |
| taxhéeni alóok | s/he is sipping broth (soup). |
| | taxhéeni + a-Ø-Ø-√lóok soup/broth + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√sip |
| daa sá alóok? | what is s/he sipping? |
| | daa + sá + a-Ø-Ø-√lóok what + voice + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√sip |
| _____ alóok | s/he is sipping ____. |
| | _____ + a-Ø-Ø-√lóok _____ + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√sip |



taxhéeni

broth; soup



cháayu

tea



káaxwei

coffee

| | |
|------------------------|---|
| aadóo sá ____ alóok? | who is sipping ____? aadóo + sá + ____ + a-Ø-Ø-√lóok who + voice + ____ + her/him/it-(3.O).s/he-(3.S).cl(-d,Ø,-i).√sip |
| aadóo sáwé ____ alóok? | who is that sipping ____? aadóo + sá-wé + ____ + a-Ø-Ø-√lóok who + voice.there + ____ + her/him/it-(3.O).s/he-(3.S).cl(-d,Ø,-i).√sip |
| ax ____ ____ alóok | my ____ is sipping ____. ax + <u>(kinship term)</u> + <u>(hot liquid)</u> + a-Ø-Ø-√lóok my -(is.p) + ____ + ____ + her/him/it-(3.O).s/he-(3.S).cl(-d,Ø,-i).√sip |
| cháayu xalóok | i am sipping tea. taxhéeni + Ø-xa-Ø-√lóok soup/broth + her/him/it-(3.O).i-(is.S).cl(-d,Ø,-i).√sip |

| | |
|---|---|
| <p>daa sá eelóok?</p> | <p>what are you sipping? daa + sá + Ø-i-Ø-√lóok what + voice + her/him/it-(3.O).you-(2s.S).cl-(-d,Ø,-i).√sip</p> |
| <p>_____ xalóok</p> | <p>i am sipping ____. _____ + Ø-xa-Ø-√lóok _____ + her/him/it-(3.O).i-(1s.S).cl-(-d,Ø,-i).√sip</p> |
| <p>héen adaná</p> | <p>s/he is drinking water. héen + a-Ø-da-√ná¹ soup/broth + her/him/it-(3.O).s/he-(3.S).cl-(+d,Ø,-i).√drink/dampen/oil</p> |
| <p>daa sá adaná?</p> | <p>what is s/he drinking? daa + sá + a-Ø-dá-√ná¹ what + voice + her/him/it-(3.O).s/he-(3.S).cl-(+d,Ø,-i).√drink/dampen/oil</p> |
| <p>_____ adaná</p> | <p>s/he is drinking ____. _____ + a-Ø-dá-√ná¹ _____ + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√drink/dampen/oil</p> |
|  | <p>ánjis kahéeni orange juice</p> |
|  | <p>wasóos l'aa tuxáni / wínk milk</p> |



géewaa

beer



náaw / naaw

liquor

daa sá idaná?

what are you drinking?

daa + sá + Ø-i-dá-√ná¹

what + voice + her/him/it-(3.O).you-(2s.S).cl-(+d,Ø,-i).√drink/dampen/oil

_____ xadaná

s/he is drinking ____.

_____ + a-Ø-dá-√ná¹

_____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√drink/dampen/oil

aadóo sáwé at kahéeni adaná?

who is that drinking water?

aadóo + sá-wé + at + ka-héen-i + a-Ø-da-√ná¹

who + voice.there + something's-(4n.p) + on.water.[relational]
+ her/him/it-(3.O).s/he-(3.S).cl-(+d,Ø,-i).√drink/dampen/oil

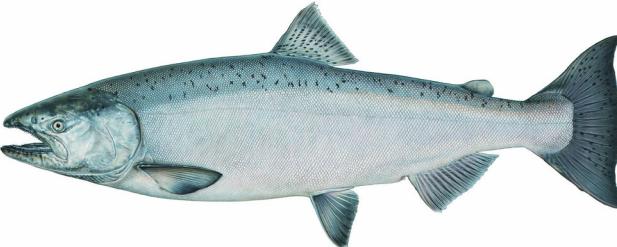
ax sáni at kahéeni adaná.

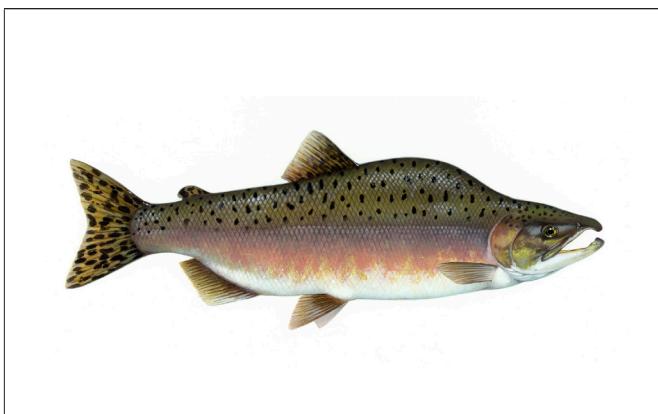
my paternal uncle is sipping water.

ax + sáni_ + at + ka-héen-i + a-Ø-Ø-√ná¹

my-(is.p) + paternal-uncle + something's-(4n.p) + on.water.[relational]
+ her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√sip

| | |
|----------------------------------|---|
| <p>daa sá yéi adaané?</p> | <p>what is s/he doing? daa + sá + yéi + a-daa-Ø-Ø-√né² what + voice + thus +</p> |
| <p>xáat ast'eix.</p> | <p>s/he is fishing (with a hook) for fish. xáat + a-Ø-s-√t'eix. fish + her/him/it-(3.O).s/he-(3.S).cl-(+d,s,-i).√fish-(with hook)</p> |

| | |
|---|---|
|  | <p>xáat fish (salmon)</p> |
|  | <p>l'ook coho; silver salmon</p> |
|  | <p>téel' chum; dog salmon</p> |



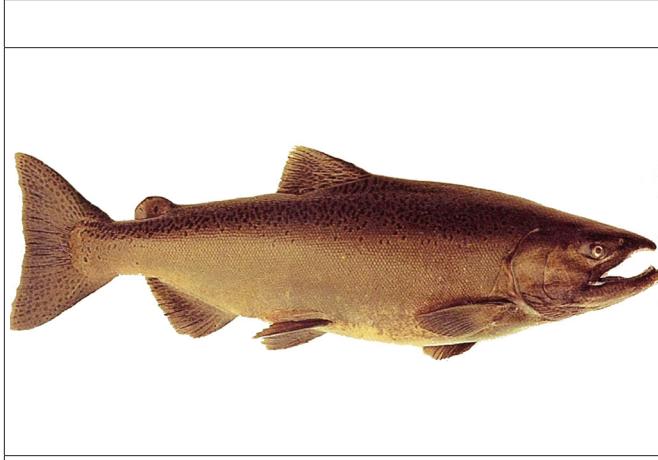
cháas'

humpy;
pink salmon



gaat

sockeye;
red salmon



t'á

chinook;
king salmon



yaaw

herring



saak

eulachon;
hooligan;
candlefish



sháach'

smelt



took

needlefish;
sand lance



cháatl

halibut



dzánti

flounder



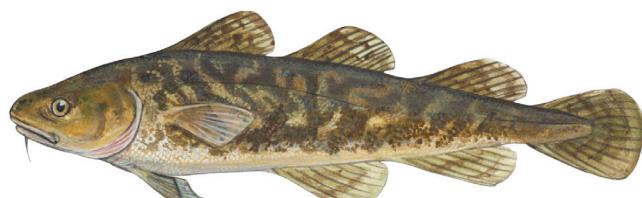
léik'w

red snapper;
yellow eye;
rockfish



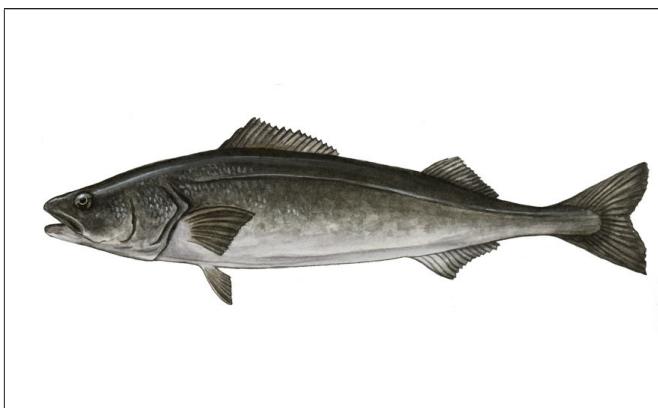
choodéi

tom cod



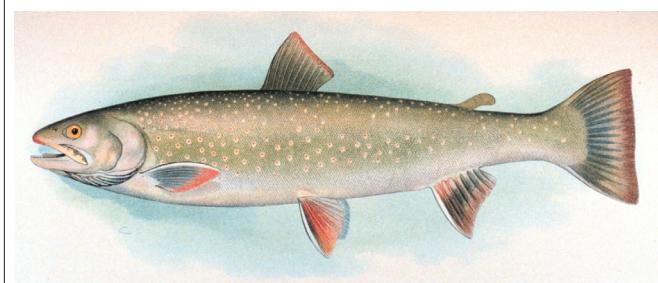
s'áax'

grey cod



ishkeen

black cod



x'wáat'

Dolly Varden
trout



x'éitaa

cut-throat
trout



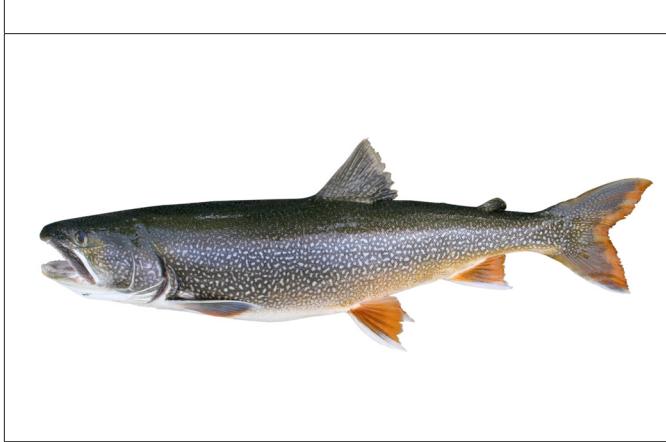
aashát

steelhead



yaa

sea trout



daleiyí

lake trout



tóos'

shark



náakw

octopus

| | |
|----------------------------|---|
| <u> </u> axáash. | s/he is cutting _____ <u> </u> + a-Ø-Ø-√xáash <u> </u> + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√cut/saw |
| <u> </u> asgeiwú | s/he is fishing _____ (with a net) <u> </u> + a-Ø-s-√geiwú <u> </u> + her/him/it-(3.O).s/he-(3.S).cl-(+d,s,-i).√net |
| <u> </u> agas.ée | s/he is cooking _____ (with a net) <u> </u> + a-Ø-s-√t'eix <u> </u> + her/him/it-(3.O).s/he-(3.S).cl-(+d,s,-i).√fish-(with hook) |
| <u> </u> yaa anak'éx' | s/he is gaffing _____. <u> </u> + yaa + a-na-Ø-Ø-√k'éx' <u> </u> + along + her/him/it-(3.O).na-md.s/he-(3.S).cl-(-d,Ø,-i).√hook/gaff/hung-up |

We are going to look into the components of the verb that are changing when conjugating, but first we will look at how sentences are forming as noun phrases interact with verb phrases to make our sentences more dynamic. Tlingit has a lot of flexibility in word order, but you will learn that the most important information comes first, which is called **frontloading**. For example, you can see in the examples above that the noun comes before the verb (l'ook axáash, téel' axáash, etc). When making a statement, the most important information comes first, which is easiest to show with answers to questions. Whatever type of information the question is seeking should typically come first. For example:

daa sá axáash i éesh? → l'ook axáash ax éesh.
 aadóoch sá axáash wé l'ook? → ax éesh áwé axáash wé l'ook.
 daa sá yéi adaané wé l'ook een, i éesh? → axáash áwé wé l'ook, ax éesh.

These are only samples, and there may be a great deal of variation among speakers in terms of word order. For now, let's take a look at the variety of possibilities within the patterns we have learned in this chapter. You could rearrange the words in the following table to make over a thousand sentences

| POSSESSIVE PRONOUN | KINSHIP TERM | SPECIFYING NOUN | VERB |
|--------------------|--------------|-----------------|-------------------|
| ax | éesh | xáat | asgeiwú |
| i | tláa | t'á | ast'eix |
| du | léelk'w | cháatl | agas.ée |
| haa | káak | l'ook | axá |
| yee | aat | gaat | axáash |
| has du | sáni | x'éitaa | ____ yaa anak'éx' |

Another aspect of Tlingit grammar for the Tlingit student to examine is the placement of the «gé» question marker in Tlingit sentences. There is some flexibility in terms of what is being asked, but you should pay close attention to specific sentences that may require the question marker to be placed in specific locations.

i tláa gé t'á axáash? → aaa. ax tláa áwé t'á axáash.

t'á gé axáash i tláa? → aaa. t'á axáash ax tláa.

axáash gé i tláa wé t'á? → aaa. axáash áwé ax tláa wé t'á.

Again, we see how the word order of the question shapes the word order of the answer. Also, the «gé» question marker comes immediately after the item it is specifically questioning. In similar fashion, the type of question determines the appropriate answer. The table on the left below shows how the verb can be inserted, conjugated to the second person singular subject (2s.S = you) and the table on the right shows how to conjugate that verb as an answer with a first person singular subject (1s.S = i). The specifying noun can change, but the verb in the answer should match the verb in the question.

| QUESTION PARTICLES | VERB | SPECIFYING NOUN | VERB |
|--------------------|------------------|-----------------|------------------|
| daa sá | eesgeiwú | xáat | xasgeiwú |
| | eest'eix | t'á | xast'eix |
| | gees.ée | cháatl | gaxas.ée |
| | eexá | l'ook | xaxá |
| | eexáash | gaat | xaxáash |
| | ___ yaa neek'éx' | x'éitaa | ___ yaa nxak'éx' |

To begin untangling how these verbs are working, we should introduce some fundamental concepts in the Tlingit verb and then see how these are changing when conjugating for person and then how contraction functions in these changes. To start with, let's take a look at the 1st person, 2nd person, and 3rd person conjugations of the verbs in the above table.

| 1S = I | 2S = YOU | 3 = S/HE |
|------------------|------------------|-----------------|
| xasgeiwú | eesgeiwú | asgeiwú |
| xast'eix | eest'eix | ast'eix |
| gaxas.ée | gees.ée | gas.ée |
| xaxá | eexá | axá |
| xaxáash | eexáash | axáash |
| ___ yaa nxak'éx' | ___ yaa neek'éx' | ___ yaa nak'éx' |

At the beginning of this chapter, we looked at a graphic that shows the basic components inside of a verb, and we are going to add one more, and then expand each of these components to see what kinds of options there are within and then see how it impacts neighboring components.

Here is the graphic showing the basic components of a verb:



We are going to add more categories to our verb illustration, explain basically what these components are doing, and then see how they are working in the verbs from this chapter. We have to add to the complexity somewhat in order to see some of the things that are going on in verb conjugation, and this will help us to conjugate verbs for person and for mode. Here is the more complex verb illustration:



To begin with, we will take a look at what these components basically do, which will include a few complicated linguistics concepts. Our goal is not to fully understand how these components work, but more to see what the options are and how they have been working in the sentences we have been studying in this chapter.

| PREVERB | OBJECT | THEMATIC | CONJUGATION | SUBJECT | CLASSIFIER | STEM |
|--|----------------------------|-------------------------------------|------------------------------------|--------------------------------------|--|---------------------------------------|
| BASIC DEFINITION & FUNCTION | | | | | | |
| determines type of motion, or puts the verb into different modes | impacted by verb (usually) | alters meaning and creates new verb | puts the verb into different modes | agent of the verb (the one doing it) | denotes completion, middle voice, or changes in transitivity | contains the core meaning of the verb |

| PREVERB | OBJECT | THEMATIC | CONJUGATION | SUBJECT | CLASSIFIER | STEM | COMPLETE VERB |
|---|--------|----------|-------------|---------|------------|------------------|---------------|
| EXAMPLES BASED ON VERBS IN THIS CHAPTER | | | | | | | |
| — | Ø- | — | — | xa- | Ø- | √xá ¹ | xaxá |
| — | a- | — | — | Ø- | Ø- | √xá ¹ | axá |
| — | Ø- | — | — | i- | Ø- | √xá ¹ | eexá |
| — | Ø- | — | — | xa- | Ø- | √lóok | xalóok |
| — | a- | — | — | Ø- | Ø- | √lóok | alóok |
| — | Ø- | — | — | i- | Ø- | √lóok | eelóok |
| — | Ø- | — | — | xa- | da- | √ná ¹ | xadaná |
| — | a- | — | — | Ø- | da- | √ná ¹ | adaná |
| — | Ø- | — | — | i- | da- | √ná ¹ | idaná |
| — | Ø- | — | — | xa- | s- | √t'eix | xast'eix |
| — | a- | — | — | Ø- | s- | √t'eix | ast'eix |
| — | Ø- | — | — | i- | s- | √t'eix | eest'eix |
| — | Ø- | — | — | xa- | Ø- | √xáash | xaxáash |
| — | a- | — | — | Ø- | Ø- | √xáash | axáash |
| — | Ø- | — | — | i- | Ø- | √xáash | eexáash |

| PREVERB | OBJECT | THEMATIC | CONJUGATION | SUBJECT | CLASSIFIER | STEM | COMPLETE VERB |
|---|--------|----------|-------------|---------|------------|--------|---------------|
| EXAMPLES BASED ON VERBS IN THIS CHAPTER | | | | | | | |
| — | Ø- | — | — | xa- | s- | √geiwú | xasgeiwú |
| — | a- | — | — | Ø- | s- | √geiwú | asgeiwú |
| — | Ø- | — | — | i- | s- | √geiwú | eесgeiwú |
| — | Ø- | — | — | xa- | Ø- | √.éé | gaxas.éé |
| — | a- | — | — | Ø- | Ø- | √.éé | agas.éé |
| — | Ø- | — | — | i- | Ø- | √.éé | gees.éé |
| yaa | Ø- | — | na- | xa- | Ø- | √k'éx' | yaa nxak'éx' |
| yaa | a- | — | na- | Ø- | Ø- | √k'éx' | yaa anak'éx' |
| yaa | Ø- | — | na- | i- | Ø- | √k'éx' | yaa neek'éx' |

The Tlingit verb complex is a lot to digest, but is the heart of using the language in dynamic ways. We will continue to use the chart above to show how more components are added to the verb and how it changes the appearance of the verb as well as the meaning. For now, our verbs are going to shift towards the land, so we will start by reviewing some land animals and then adding some new ones, and then we will look at other food harvesting nouns and verbs, conjugating them for person and using the same question and answer formulas as earlier in this chapter.

| | | |
|---|--------------------------------------|---------------------|
|  | <u>guwakaan /</u> <u>kuwakaan</u> | deer; peacemaker |
|  | xóots | brown bear |



s'eēk

black bear



tawé̄i

mountain sheep



jánwu / jínwu

mountain goat



dzísk'w / tsísk'w

moose



gáx

rabbit



tsaa

seal



taan

sea lion



x'ón

fur seal



kindachooneit

mallard duck



t'aawák

Canadian goose



gúkl'

swan



núkt

blue grouse

| | | |
|--|--|--|
| | | s/he is hunting ____. |
| | | ____ + a-Ø-Ø-√l'ón ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt |
| | | who is hunting ____? |
| | | aadóo + sá + ____ + a-Ø-Ø-√l'ón who + voice + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt |
| | | my ____ is hunting ____. |
| | | ax + <u>(kinship term)</u> + <u>(animal)</u> + a-Ø-Ø-√l'ón my -(is.p) + ____ + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt |
| | | what is your ____ hunting? |
| | | daa + sá-wé + i + ____ + a-Ø-Ø-√l'ón what + voice.there + your-(2s.p) + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt |
| | | my ____ is hunting ____. |
| | | <u>(animal)</u> + a-Ø-Ø-√l'ón + ax + <u>(kinship term)</u> ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt + my -(is.p) + ____ |
| | | what are you hunting? |
| | | daa + sá + Ø-i-Ø-√l'ón what + voice + her/him/it-(3.O).you-(2s.S).cl-(d,Ø,-i).√hunt |
| | | i am hunting ____. |
| | | ____ + Ø-xa-Ø-√l'ón ____ + her/him/it-(3.O).i-(is.S).cl-(d,Ø,-i).√hunt |
| | | what is s/he shooting at? |
| | | daa + sá + a-Ø-Ø-√ún-t what + voice + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√shoot.[repeatedly] |
| | | s/he is shooting at ____. |
| | | ____ + a-Ø-Ø-√ún-t ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√shoot.[repeatedly] |

| | |
|------------------------------|--|
| <p>daa sá ee.únt?</p> | <p>what are you shooting at? daa + sá + Ø-i-Ø-√ún-t what + voice + her/him/it-(3.O).you-(2s.S).cl-(d,Ø,-i).√shoot.[repeatedly]</p> |
| <p>____ xa.únt.</p> | <p>i am shooting at ____. ____ + Ø-xa-Ø-√ún-t ____ + her/him/it-(3.O).i-(1s.S).cl-(d,Ø,-i).√shoot.[repeatedly]</p> |

| | |
|---|--|
|  | <p>yalooleit / sáaxw (Y)</p> <p>cockles</p> |
|  | <p>yaak</p> <p>mussels</p> |
|  | <p>s'áaw</p> <p>dungeness crab</p> |

| | |
|---|---------------------------------|
|  | <p>nées'</p> <p>sea urchin</p> |
|  | <p>yéin</p> <p>sea cucumber</p> |
|  | <p>s'eex'át</p> <p>shrimp</p> |
|  | <p>gúnxaa</p> <p>abalone</p> |

| | |
|----------------------------|--|
| yéi adaané | s/he works on it; s/he is working on it |
| | yéi + a-daa-Ø-Ø-√né ² thus + her/him/it-(3.O).around.s/he-(3.S).cl-(d,Ø,-i).√do/work-on |
| daa sá yéi daa.eené | what are you working on? |
| | daa + sá + yéi + Ø-daa-i-Ø-√né ² what + voice + her/him/it-(3.O).around.you-(2s.S).cl-(d,Ø,-i).√do/work-on |
| <u> </u> yéi daaxané. | i am working on ____. |
| | ____ + yéi + Ø-daa-xa-Ø-√né ² ____ + thus + her/him/it-(3.O).around.i-(1s.S).cl-(d,Ø,-i).√do/work-on |

| PREVERB | OBJECT | THEMATIC | CONJUGATION | SUBJECT | CLASSIFIER | STEM | COMPLETE VERB |
|---|--------|----------|-------------|---------|------------|------------------|---------------|
| EXAMPLES BASED ON VERBS IN THIS CHAPTER | | | | | | | |
| — | Ø- | — | — | xa- | Ø- | √l'oon | xal'ón |
| — | a- | — | — | Ø- | Ø- | √l'oon | al'ón |
| — | Ø- | — | — | i- | Ø- | √l'oon | eel'ón |
| — | Ø- | — | — | xa- | Ø- | √ún | xa.únt |
| — | a- | — | — | Ø- | Ø- | √ún | a.únt |
| — | Ø- | — | — | i- | Ø- | √ún | ee.únt |
| yéi | Ø- | daa- | — | xa- | Ø- | √né ² | yéi daaxané |
| yéi | a- | daa- | — | Ø- | Ø- | √né ² | yéi adaané |
| yéi | Ø- | daa- | — | i- | Ø- | √né ² | yéi daa.eené |

| | | |
|---|---------|-------------|
|  | kanat'á | blueberries |
|---|---------|-------------|



was'x'aan tléigu /
ch'a.aanáx tléigu /
tléikw tlénx'

salmonberries



tléikw yádi

raspberries



shákw

strawberries



shaax

gray currants



dáxw

bog cranberries;
dwarf dogwood



kaxwéix

high bush
cranberries



ch'eix'

thimbleberries



yéil'

elderberries



xákwl'i

soapberries



tleikatánk

huckleberries



k'eikaxét'l'k

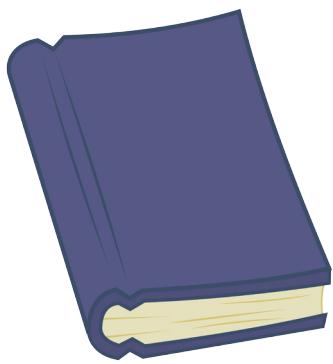
Jacob berries



s'igeekáawu tléigu

watermelon
berries
(ghost berries)

| | |
|------------------------|---|
| | s/he is picking ____. |
| ____ a.een | ____ + a-Ø-Ø-√.een ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container) |
| aadóo sá ____ a.een? | who is picking ____? aadóo + sá + ____ + a-Ø-Ø-√.een who + voice + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container) |
| ax ____ ____ a.een | my ____ is picking ____. ax + <u>(kinship term)</u> + <u>(berry)</u> + a-Ø-Ø-√.een my -(1s.p) + ____ + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container) |
| daa sáwé i ____ a.een? | what is your ____ picking? daa + sá-wé + i + ____ + a-Ø-Ø-√.een what + voice.there + your-(2s.p) + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container) |
| ____ a.een ax ____ | my ____ is picking ____. <u>(animal)</u> + a-Ø-Ø-√.een + ax + <u>(kinship term)</u> ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container) + my -(1s.p) + ____ |
| daa sá ee.een? | what are you picking? daa + sá + Ø-i-Ø-√.een what + voice + her/him/it-(3.O).you-(2s.S).cl-(d,Ø,-i).√carry-(full container) |
| ____ xa.een. | i am picking ____. ____ + Ø-xa-Ø-√.een ____ + her/him/it-(3.O).i-(1s.S).cl-(d,Ø,-i).√carry-(full container) |



x'úx'

book; paper

| | |
|---|--|
|  | <p>neek x'úx'</p> <p>newspaper</p> |
|  | <p>x'úx' daakax'úx'u</p> <p>envelope</p> |
|  | <p>dus'él' x'úx'u / s'él' alkáa x'úx'</p> <p>pull tabs; ripples</p> |

| | |
|-----------------------------|---|
| <p>_____ atóow.</p> | <p>s/he is reading/counting ____.</p> <p>_____ + a-Ø-Ø-√tóow her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√read/count/study/teach</p> |
| <p>_____ xatóow.</p> | <p>i am reading/counting ____.</p> <p>_____ + Ø-xa-Ø-√tóow her/him/it-(3.O).i-(is.S).cl-(-d,Ø,-i).√read/count/study/teach</p> |

| | | |
|--|-------------------------------|--|
| | <u> </u> eetóow. | you are reading/counting ____. ____ + Ø-i-Ø-√tóow her/him/it-(3.O).you-(2s.S).cl-(–d,Ø,-i).√read/count/study/teach |
| | <u> </u> sh tóo altóow. | s/he is studying ____. ____ + sh + tóo + a-Ø-l-√tóow self's-(rflx.p) + inside + her/him/it-(3.O).s/he-(3.S).cl-(+d,l,-i).√read/count/study/teach |
| | <u> </u> sh tóo xaltóow. | i am studying ____. ____ + sh + tóo + Ø-xa-l-√tóow self's-(rflx.p) + inside + her/him/it-(3.O).i-(1s.S).cl-(+d,l,-i).√read/count/study/teach |
| | <u> </u> sh tóo eeltóow. | you are studying ____. ____ + sh + tóo + Ø-i-l-√tóow self's-(rflx.p) + inside + her/him/it-(3.O).you-(2s.S).cl-(+d,l,-i).√read/count/study/teach |
| | <u> </u> akshaxeet | s/he is writing/drawing ____. ____ + a-ka-Ø-sha-√xeet her/him/it-(3.O).hsf.s/he-(3.S).cl-(–d,sh,-i).√poke-with-stick/write |
| | <u> </u> kaxshaxeet | i am writing/drawing ____. ____ + Ø-ka-xa-sha-√xeet her/him/it-(3.O).hsf.i-(1s.S).cl-(–d,sh,-i).√poke-with-stick/write |
| | <u> </u> keeshaxeet | you are writing/drawing ____. ____ + a-ka-Ø-sha-√xeet her/him/it-(3.O).hsf.you-(2s.S).cl-(–d,sh,-i).√poke-with-stick/write |
| | <u> </u> akas'él't | s/he is tearing/ripping/peeling ____. ____ + a-ka-Ø-Ø-√s'él'-t her/him/it-(3.O).hsf.s/he-(3.S).cl-(–d,Ø,-i).√tear/peel.[repetitive] |
| | <u> </u> kaxas'él't | i am tearing/ripping/peeling ____. ____ + Ø-ka-xa-Ø-√s'él'-t her/him/it-(3.O).hsf.i-(1s.S).cl-(–d,Ø,-i).√tear/peel.[repetitive] |
| | <u> </u> kees'él't | you are tearing/ripping/peeling ____. ____ + Ø-ka-i-Ø-√s'él'-t her/him/it-(3.O).hsf.you-(2s.S).cl-(–d,Ø,-i).√tear/peel.[repetitive] |

| PREVERB | OBJECT | THEMATIC | CONJUGATION | SUBJECT | CLASSIFIER | STEM | COMPLETE VERB |
|---|--------|----------|-------------|---------|------------|--------|----------------|
| EXAMPLES BASED ON VERBS IN THIS CHAPTER | | | | | | | |
| — | Ø- | — | — | xa- | Ø- | √tóow | xatóow |
| — | a- | — | — | Ø- | Ø- | √tóow | atóow |
| — | Ø- | — | — | i- | Ø- | √tóow | eetóow |
| — | Ø- | — | — | xa- | l- | √tóow | sh tóo xaltóow |
| — | a- | — | — | Ø- | l- | √tóow | sh tóo altóow |
| — | Ø- | — | — | i- | l- | √tóow | sh tóo eeltóow |
| — | Ø- | ka- | — | xa- | sha- | √xeet | kaxshaxeet |
| — | a- | ka- | — | Ø- | sha- | √xeet | akshaxeet |
| — | Ø- | ka- | — | i- | sha- | √xeet | keeshaxeet |
| — | Ø- | ka- | — | xa- | Ø- | √s'él' | kaxas'él't |
| — | a- | ka- | — | Ø- | Ø- | √s'él' | akas'él't |
| — | Ø- | ka- | — | i- | Ø- | √s'él' | kees'él't |

| | |
|------------------------|--|
| daa sá sh tóo eeltóow. | what are you are studying? |
| | daa + sá + sh + tóo + Ø-i-l-√tóow what + voice + self's-(rflx.p) + inside + her/him/it-(3.O).you-(2s.S).cl-(+d,l,-i).√read/count/study/teach |
| _____ sh tóo xaltóow. | i am studying ____. |
| | _____ + sh + tóo + Ø-xa-l-√tóow self's-(rflx.p) + inside + her/him/it-(3.O).i-(1s.S).cl-(+d,l,-i).√read/count/study/teach |
| al'eix | dancing |
| kashxeet | writing |
| yéi jiné | work |
| ast'eix | fishing |
| at shí | singing |
| dakéis' | sew |
| kasné | knitting |
| yaa nakúx | driving |

| | |
|-------------------------|--|
| al'ónon | hunting |
| datóow | reading |
| at gas.ee | cooking (for immediate consumption) |
| at sa.ee | cooking (generally) |
| daxaash | cutting |
| da.aak | weaving |
| dagwaal | drumming |
| goodé sá yaa neegút? | where are you going? |
| | <p>goo-dé + sá + yaa + na-i-∅-√gút where.towards + voice + along + na-md.you-(2s.S).cl(-d,∅,-i).√/walk/go-(singular)</p> |
| ____-de/-dé yaa nxagút. | i am going to ____. |
| | <p>____-de + yaa + na-xa-∅-√gút _____.towards along + na-md.i-(1s.S).cl(-d,∅,-i).√/walk/go-(singular)</p> |
| al'eixdé | to dance |
| yéi jinéide | to work |
| ash koolyátdei | to play |
| ast'eixdé | to dance |
| al'óonde | to hunt |

| | |
|-------------|--|
| aya.áxch | s/he hears it |
| | a-∅-yü-a-√áx-ch her/him/it-(3.O).s/he-(3.S).cl-(−d,∅,+i).√hear/listen/sound-off.[habitually] |
| xaa.áxch | i hear it |
| | ∅-xa-yü-a-√áx-ch her/him/it-(3.O).i-(1s.S).cl-(−d,∅,+i).√hear/listen/sound-off.[habitually] |
| iya.áxch | you hear it |
| | ∅-i-yü-a-√áx-ch her/him/it-(3.O).you-(s2.S).cl-(−d,∅,+i).√hear/listen/sound-off.[habitually] |
| adzinéex' | s/he smells it. |
| | a-∅-dzi-√néex' her/him/it-(3.O).s/he-(3.S).cl-(+d,s,+i).√smell/sniff |
| xadzinéex' | s/he smells it. |
| | ∅-xa-dzi-√néex' her/him/it-(3.O).i-(1s.S).cl-(+d,s,+i).√smell/sniff |
| idzinéex' | s/he smells it. |
| | ∅-i-dzi-√néex' her/him/it-(3.O).you-(s2.S).cl-(+d,s,+i).√smell/sniff |
| jee adinook | s/he feels/touches it. |
| | jee + a-∅-di-√nook ³ possession + her/him/it-(3.O).s/he-(3.S).cl-(+d,∅,+i).√feel/touch |
| jee xdinook | s/he feels/touches it. |
| | jee + ∅-xa-di-√nook ³ possession + her/him/it-(3.O).i-(1s.S).cl-(+d,∅,+i).√feel/touch |
| jee idinook | s/he feels/touches it. |
| | jee + ∅-i-di-√nook ³ possession + her/him/it-(3.O).you-(s2.S).cl-(+d,∅,+i).√feel/touch |

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|---|--------|----------|-------------|---------|------------|--------------------|---------------|
| EXAMPLES BASED ON VERBS IN THIS CHAPTER | | | | | | | |
| — | Ø- | — | — | xa- | Ø- | √áx | xaa.áxch |
| — | a- | — | — | Ø- | Ø- | √áx | aya.áxch |
| — | Ø- | — | — | i- | Ø- | √áx | iya.áxch |
| — | Ø- | — | — | xa- | dzi- | √néex' | xadzinéex' |
| — | a- | — | — | Ø- | dzi- | √néex' | adzinéex' |
| — | Ø- | — | — | i- | dzi- | √néex' | idzinéex' |
| jee | Ø- | ka- | — | xa- | di- | √nook ³ | jee xdinook |
| jee | a- | ka- | — | Ø- | di- | √nook ³ | jee adinook |
| jee | Ø- | ka- | — | i- | di- | √nook ³ | jee idinook |